Glossary

This glossary provides definitions/explanations for all English words or phrases used in the survey selected by partners from across EU member states as possibly requiring clarification or further amplification.

KEY CONCEPTS:

Competence	A necessary range of knowledge, skill and abilities to carry out the duties of the work. The knowledge, skills and abilities needed to be able to work / practise as a speech and language therapist safely and effectively, independently.
Generic Competences	Generic refers to something that is general, common, or inclusive rather than specific, unique, or selective. Tuning distinguishes three types of generic competences:
Instrumental competences	Instrumental competences: cognitive abilities, methodological abilities, technological abilities and linguistic abilities;
Interpersonal and intrapersonal competences	Interpersonal competences: individual abilities like social skills (social interaction and co-operation);
Systemic competences	Systemic competences: abilities and skills concerning whole systems (combination of understanding, sensibility and knowledge; prior acquisition of instrumental and interpersonal competences required).
Subject Specific Competences	In this case, competences specific to work of a speech and language therapist.
Tuning Methodology	The project "Tuning educational structures in Europe" started in 2000, by a group of universities who wished to address the issues posed by the Bologna declaration collectively, coordinated by the University of Deusto (ES) and the University of Groningen (NL). In the framework of the Tuning project a methodology has been designed to understand curricula and to make them comparable. Five lines of approach have been distinguished to organize the discussions in the subject areas: 1) generic (general academic) competences, 2) subject-specific competences, 3) the role of ECTS as an accumulation system 4) approaches to learning, teaching, and assessment and 5) The role of quality enhancement in the educational process (emphasizing systems based on internal institutional quality culture).

WORDS /PHRASES IN THE SURVEY	DEFINITION/EXPLANATION
Appropriate feedback	appropriate: suitable for a particular person or place or condition feedback: 1. information given in response to a person's performance of a task, etc., often used as a basis for improvement 2. Specific information about a person's current behaviour in order to help him/her either continue the behaviour or modify the behaviour.
Appropriate therapy techniques	a practical method or procedure that is effective in achieving an aim, a procedure used to accomplish a specific activity or task that is aimed to improve a patient's condition and which is suitable for that specific condition
Assessment	evaluation of the patient or client for the purposes of forming a diagnosis and plan of treatment
Assessor	person who carries out an assessment (see above)
Audit trail	A step by step chronological record of actions e.g. interactions with a specific patient, from which a history of events may be reconstructed. The existence of a reliable, easy-to-follow audit trail is considered one indication of good internal control in an organization.
Caseload	The number of cases with which an SLT is concerned at one time; the number of cases which are the responsibility of a particular SLT. Sometimes also the type of cases dealt with by an SLT, e.g. paediatric, adult acquired.
Counsellor	someone who gives advice about problems, especially personal, social, or psychological problems
Critical reflection skills	The ability to think back on one's experiences, integrate knowledge gained from experience with knowledge possessed, and take action on insights gained in this way. Critical reflection is the process by which adults identify the assumptions governing their actions, locate the historical and cultural origins of the assumptions, question the meaning of the assumptions, and develop alternative ways of acting. Part of the critical reflective process is to challenge the prevailing social, political, cultural, or professional ways of acting. Through the process of critical reflection, adults come to interpret and create new knowledge and actions from their ordinary and sometimes extraordinary experiences. Critical reflection blends learning through experience with theoretical and technical learning to form new knowledge constructions and new behaviours or insights.

	Learning by critical reflection creates new understandings by making conscious the social, political, professional, economic, and ethical assumptions constraining or supporting one's action in a specific context. Critical reflection's appeal as an adult learning strategy lies in the claim of intellectual growth and improvement in one's ability to see the need for and effect personal and system change. Reflection can be a learning tool for directing and informing practice, choosing among alternatives in a practice setting, or transforming Ref: *Teaching Critical Reflection*, David Stein [online] Available at http://www.inspiredliving.com/business/reflection.htm: [Accessed 21/09/2011].
Decision makers	People with the responsibility and authority to make decisions within an organization or public body, especially those that determine future direction and strategy, or those that control resources and budgets.
Effectiveness of therapy	Quality of therapy that brings about a desired change, that it is the therapy that is responsible for the change rather than any other factor.
Empathy	the ability to understand and share the thoughts, feelings, and behaviour of others
Evidence	proof, something which proves or disproves; basis for belief or disbelief; knowledge on which to base belief
Facilitator	someone who makes progress easier, helps to bring about an outcome (as learning, productivity, or communication) by providing indirect or unobtrusive assistance, guidance, or supervision
Intervention	action taken to improve a disorder or condition; therapy
Logical thinking	thinking that is coherent and logical; reasoning; abstract thought
Nasendoscopy	an examination of the anatomy and physiology of the velopharynx during speech using a flexible endoscope introduced via the nose
Proposes possible outcomes	explains possible results or consequences of a specific action or condition; makes a prognosis
Quality assurance	program for the systematic monitoring and evaluation of the various aspects of a project, service, or facility to ensure that standards of quality are being met
Rationale	An explanation of the basis or fundamental reasons for something; a set of reasons or a logical basis for a course of action or a belief; an explanation of the principles of some opinion, action, hypothesis, etc; also, the principles themselves
Resilience	able to withstand or recover quickly from difficult conditions

Scope of practice	The range of responsibility e.g. types of patients, or treatments and practice guidelines that determine the boundaries within which a professional practises.
Service delivery models	A set of principles, standards, policies and constraints used to guide the design, development and operation of services delivered by an SLT, with a view to offering a consistent service experience to a specific user community in a specific context. Service delivery includes the ways that therapy can be delivered to patients, e.g. in one to one clinician directed sessions, in group sessions, through training of other agents, through consultation, in different settings etc.
Synthesize knowledge	combine knowledge from various sources or of various types to form a coherent whole
Visual communication	Communication through visual aid; the conveyance of ideas and information in graphic or visual form. Visual communication solely relies on vision, and includes: signs, typography, drawing, graphic design, illustration, colour and electronic resources. It also explores the idea that a visual message accompanying text has a greater power to inform, educate, or persuade a person or audience.